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ABSTRACT

This fifth in a series of six learning modules on instructional evaluation is designed to give secondary and postsecondary vocational teachers help in developing a basis for assigning grades to students and devising efficient procedures for arriving at these grades. The terminal objective for the module is to determine student grades in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quiz, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional evaluation are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (EM)

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ED149098

MODULE

D-5

Determine Student Grades

MODULE D-5 OF CATEGORY D—INSTRUCTIONAL EVALUATION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 014 334

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of PDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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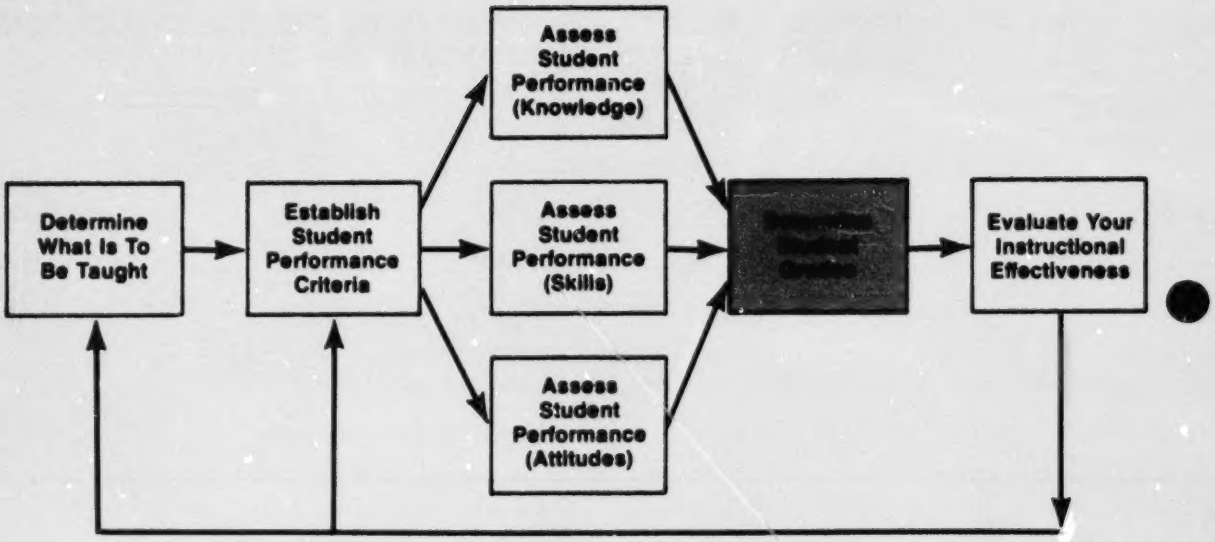

Determine What Is To Be Taught
Establish Student Performance Criteria
Assess Student Performance (Knowledge)
Assess Student Performance (Skills)
Assess Student Performance (Attitudes)
Evaluate Your Instructional Effectiveness

INSTRUCTIONAL EVALUATION PROCESS

INTRODUCTION

Assigning grades to students is probably the most unpopular task that a vocational teacher is required to perform. However, this act has tremendous impact upon students in terms of how they feel about themselves and how employers feel about students as potential employees.

Grading students is a crucial part of your job as a vocational teacher. It is an activity that consumes a great deal of time and energy. While there are continued calls for abolishing grading, it is still very much with us and has important functions in education. The evaluations and judgments of vocational teachers can do more than simply place a student into some convenient category. They can provide a valid basis for important decisions by the students themselves and by others in our technical society.

You will need to spend less time on grading and will have greater confidence in the grades you assign if you have a well-thought-out basis for grading. Use of educationally sound methods of evaluating students, and accurate procedures for record keeping and computation, will also help make grading a less time-consuming task which more correctly reflects students' abilities and efforts in your class.

Students will be more willing to work within the grading system if it is understandable and justifiable. They are more likely to accept the teacher's judgments if the process is an open one and is seen to be fair and equitable. Valid grades can provide students with valuable information about their progress and achievement. Teacher competence in student grading can thus make an important contribution to the teaching/learning process.

This module is designed to help you develop a basis for assigning grades to students and devise efficient procedures for arriving at grades. It describes a variety of evaluative and computational techniques and will give you skill in employing these techniques in order to assess several aspects of students' occupational performance.

ABOUT THIS MODULE

Objectives

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the functions of grades and the systems of grading (*Learning Experience I*).
2. Given case studies describing how vocational teachers determined student grades, critique the performance of those teachers (*Learning Experience II*).

Prerequisites

In order to complete this module, you must have competency in establishing student performance criteria. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Establish Student Performance Criteria*, Module D–1

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progess at any time.

Learning Experience I

Optional

Reference: Kirschenbaum, Howard *et al. Wad-Ja-Get? The Grading Game in American Education.* New York, NY: Hart Publishing Company, 1971.

Learning Experience II

Optional

A vocational teacher in your occupational specialty experienced in determining student grades with whom you can consult.

Learning Experience III

Required

An actual school situation in which you can determine student grades.

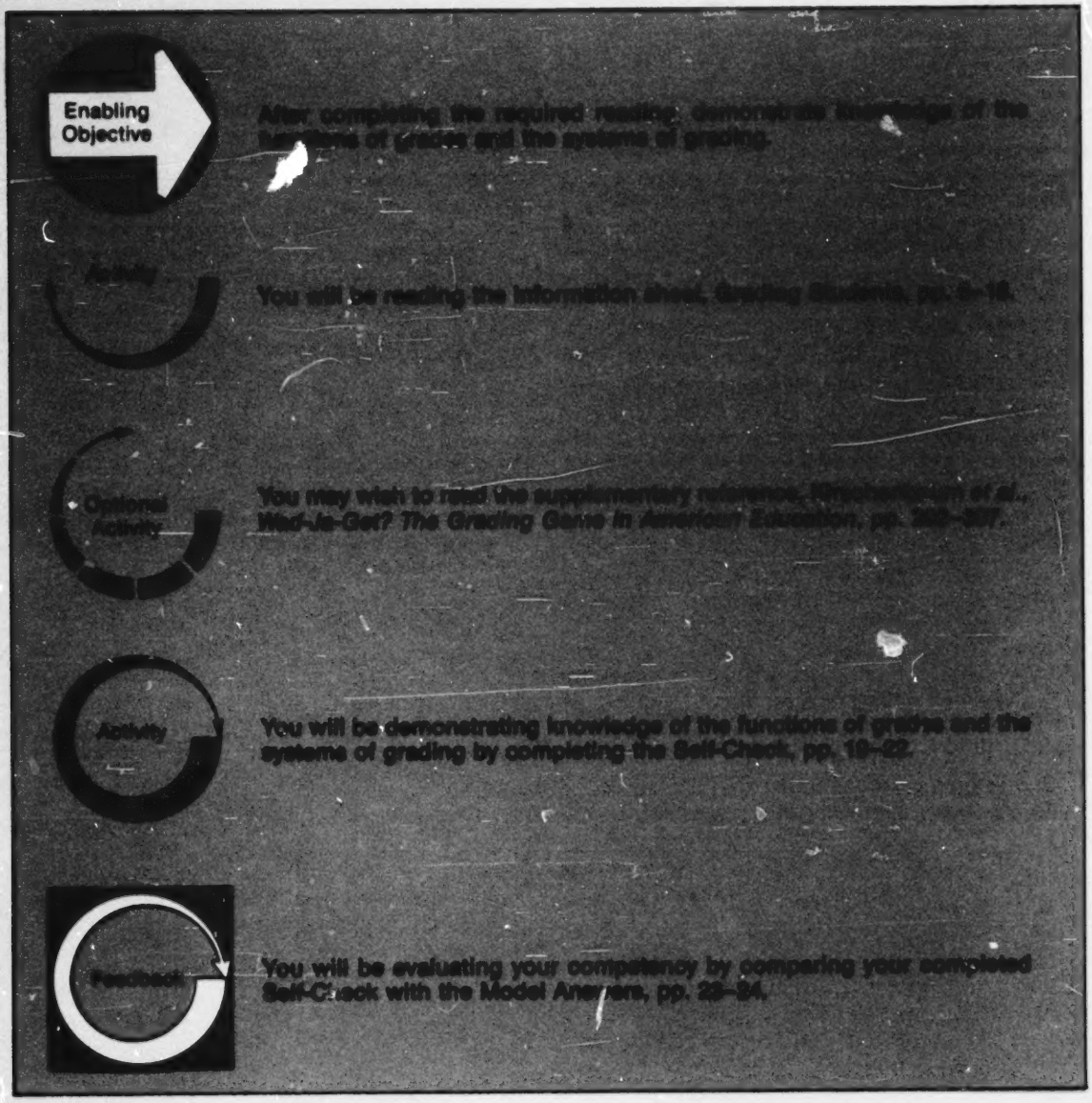
A resource person to assess your competency in determining student grades.

This module covers performance element numbers 140, 147 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW


Enabling Objective
After completing the required reading, demonstrate knowledge of the functions of grades and the systems of grading.
Activity
You will be reading the information sheet, Grading Students, pp. 6–18.
Optional Activity
You may wish to read the supplementary reference, Wilson, Allan et al., Mad-Je-Get? The Grading Game in American Education, pp. 292–307.
Activity
You will be demonstrating knowledge of the functions of grades and the systems of grading by completing the Self-Check, pp. 19–22.
Feedback
You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 23–24.

Activity

For information about why grades are used and the different systems used to determine student grades, read the following information sheet:

GRADING STUDENTS

Perhaps, you have always thought of grades as an inevitable part of instruction and have never considered why they are important or useful. As a student, you may have thought of grades only as something to anticipate or to dread, depending on your own innate abilities and the amount of studying you did for a particular course. As a prospective teacher, you may view the giving of grades as just a time-consuming task that's part of your job. Grades do have a vital and active role in the instructional process, however, and they have many basic functions.

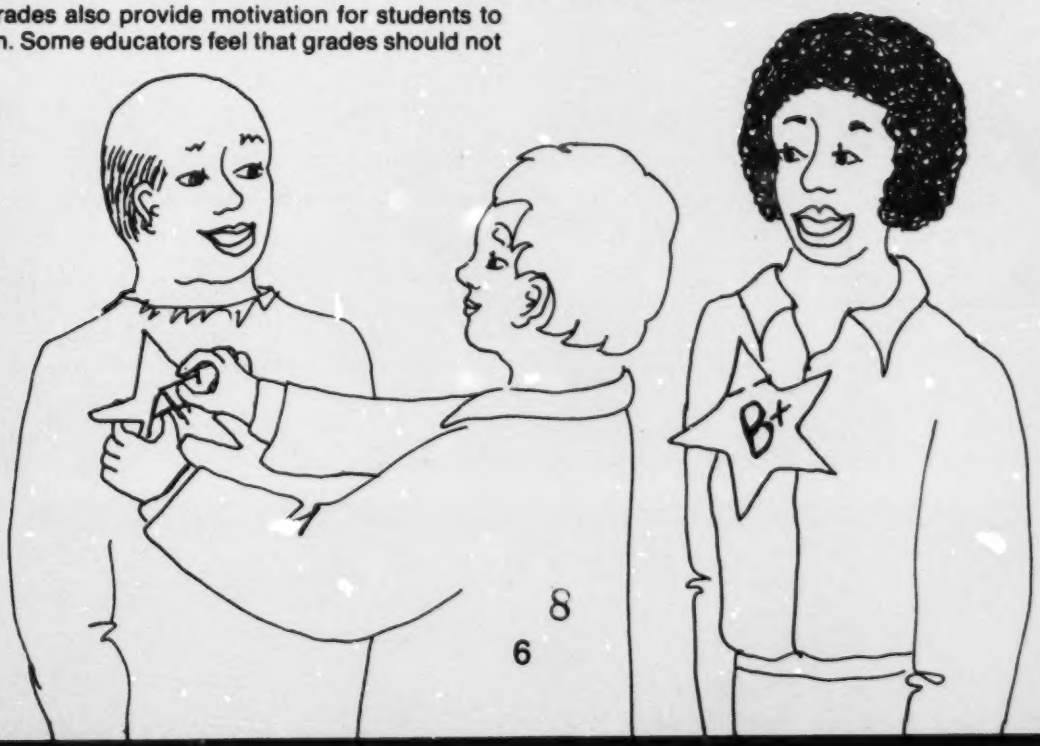
They are useful in classifying students and in administering an instructional program. Grades are used as a basis for promoting students, selecting students for special programs, placing them in advanced or remedial classes, and grouping students of similar interests, among other things.

Grades have a guidance function. Students and counselors can refer to student grade reports in deciding whether students are interested in, or prepared for, a given career. Grades are a good starting place for helping students evaluate their strengths and weaknesses, and for planning an instructional program to develop students' abilities.

Grades also provide motivation for students to learn. Some educators feel that grades should not be used as motivation. They feel that this encourages students to work for rewards rather than knowledge. Others feel that an emphasis on grades creates so much anxiety and frustration that it impairs student learning. Grades **can** be overemphasized, but when properly used, they can serve as a positive motivating factor by keeping students aware of their progress and rewarding them for this progress.

Keeping students apprised of their progress on a regular basis is another function of grades. Students need to know when they are successful because success has a positive influence on student growth. Likewise, students need to know when they are doing something wrong so they will not continue to practice incorrect procedures. Grades, if awarded on a continuous basis, can help students keep aware of their achievement or lack of achievement.

Besides informing students of their achievement, grades communicate information to outside audiences. They tell parents, employers, and others whether or not a student is meeting the objectives of a program. In essence, grades translate performance into symbols understood by the people to whom the symbols are reported.



There are two categories of grades that are of oncern to most vocational instructors: (1) grades hich the teacher gives the student during a mark- g period; and (2) grades which the teacher re- orts to outside audiences every six to nine weeks, r at the end of a semester. While the first category f grades may vary quite widely from teacher to eacher and from school to school, the second ategory of grades is usually uniform within most stitutions and quite uniform among institutions. here may be modifications, such as pluses and inuses or decimal intervals, but the basic system ill usually be the A, B, C, D, F, or a numerically quivalent 4, 3, 2, 1, 0, system.

Grading Systems

Grades represent judgments which a teacher nakes about students' achievement of the per- ormance objectives and specific criteria of a ourse. A grading system is a way of recording and eporting those judgments so that they are mean- ngful to others. You should not select a grading ystem arbitrarily, but should consult school ad- ninistrators, teachers, employers, and students to letermine what type of grade reports they need.

Open and complete communication with stu- lents is crucial if grades are to provide feedback nd motivate students to learn. Students need to know what performance objectives they are re- sponsible for, and how their performance is con- erted into grades. They need to know when they vill be graded, and the influence each individual grade has on their final grade. Students will con- sider their grades fair and reasonable only to the xtent that they understand precisely how their grades are determined.

Input from other teachers in selecting a grading ystem is essential if sequenced or related voca- ional courses are taught cooperatively by more han one instructor. If student grades are based on valuations from different teachers, a uniform grading system should be adopted to avoid con- radiction, confusion, and misunderstanding on he part of both students and teachers.

Your occupational advisory committee should lso be consulted to get their recommendations as o how students will be graded. Members of the committee are knowledgeable about the relative mportance of performance criteria in terms of ac- ual job skills. They may have suggestions about he type of grades that would be most helpful in nforming employers of student achievement.

Moreover, your school system has its own grad- ng policies, and you need to be familiar with these when selecting the system you will use in your own class. Does your school require letter grades? Do you have to give written final examinations? When are grade reporting periods? What types of student evaluations may be used to determine student grades?

Your grading system should be compatible and consistent with the school's grading system so that the evaluations students receive during a grading period can be easily converted to final grades and recorded on the official report form used by the school.

However, the two systems need not be identical. In fact, you may want to use a combination of several systems, rather than a single grading system. For instance, you might want to use written comments or skill reports to supplement the school's required grade reports. Although your system must conform to school policy, there are several types of grading systems which are compatible with the traditional A, B, C, D, F, or 4, 3, 2, 1, 0, reporting system.

Traditional Marks

Traditional marks are commonly used to grade tests, quizzes, and written work. They can also be used to grade laboratory work and out-of-school performance. However, it is crucial that you establish and follow clear criteria when assigning traditional grades.

The school system will usually issue guidelines that describe the type of work for which each grade is issued. For example:

A – **Excellent work.**—Student's work is of the highest quality in the class. All work is completed on time and in a superior fashion. The student does work beyond that which is required for the class.

B – **Very good work.**—Student's work is generally completed on time. The work is very acceptable, but is not as thorough or precise as "A" level work. Most of the work assigned in the course is completed.

C – **Average work.**—Some of the work is completed on time and some of the work is late. The quality of the completed work is acceptable, but does not exceed fair standards of excellence. The student often does not complete all of the work assigned.

D – **Poor work.**—Work is not completed on schedule. The quality of work is barely acceptable. Much of the work is not completed.

F – **Failure.**—Work is unacceptable and often not completed.

Percentage ranges may be used instead of letter grades to denote different standards of performance; for example, 90% to 100% = excellent work; 80% to 89% = very good work; 70% to 79% = average work; 60% to 69% = poor work; below 60% = failure. If percentages are used instead of letter grades, they should correspond to any percentages established by the school.

Many times teachers want to indicate progress to students more precisely than traditional letter grades (A, B, C, D, F) permit, because considerable variation may exist within a grade or percentage category. This can be done by adding pluses and minuses to letter grades, or by dividing up percentage categories. For example:

A+ (98% to 100%) = Exceptional work
A (94% to 97%) = Superior work
A– (90% to 97%) = Excellent work
B+ (87% to 89%) = Very good work
B (84% to 86%) = Good work
etc.

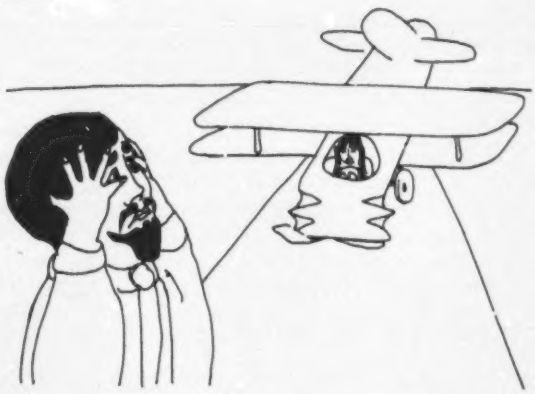
If letter grades need to be converted to percentages or vice versa, a uniform conversion scale should be used for this purpose, and students should be informed of how such conversions are made.

Satisfactory—Unsatisfactory

For individual pieces of work, both in the class and laboratory, you may need to determine simply whether the student's performance meets a certain minimal standard or whether it does not meet that standard. In this case, you should explain to students, before they attempt a given task, what characteristics of performance distinguish satisfactory/unsatisfactory (S/U) work. For instance, a horticulture teacher might specify that satisfactory performance in asexual propagation consists of rooting 8 out of 10 cuttings within one month. Students who do not root 80% of their cuttings within one month would, therefore, receive an unsatisfactory rating.

S/U grades are most appropriate when it is not useful or possible to separate the quality of a performance into more than two distinct categories. Take, for example, the measuring of a roof rafter. It must be measured and cut properly to be used in a building. If it is cut too short, awarding it a grade of "B" or "C" will not make it acceptable. Or, consider evaluating students' attitudes toward customers. It is difficult enough to judge whether attitudes are satisfactory or unsatisfactory, let alone to divide them into five separate categories (A through F).

The S/U system can also be used with mastery or performance-based learning. Mastery learning refers to a situation whereby students must continue to study and practice until they reach a minimum level of competency. Usually this level is comparable to what is acceptable in an actual job situation.



For certain skills, the level of mastery required for satisfactory performance is excellent, rather than just minimally acceptable. For example, a student's performance in setting the timing of a car engine is satisfactory only if the timing is perfect, or within very close tolerances. A pilot must land the aircraft safely every time, not just 70% of the time; a crash is just not acceptable. In these cases, an "S" can be given only for excellence.

Unfortunately, many instructors use the S/U system to avoid grading students conscientiously. However, since it is often necessary to convert S/U grades to traditional letter grades, criteria should be developed so that one set of grades can be converted to another. If only occasional work is graded S/U and if the criteria for receiving an "S" is mastery performance, then S's might be converted to A's, and U's to F's.

If S/U is used frequently, you will need to consider many factors when converting these grades to grades of A, B, C, D, F. You may need to consider not only the fact that work was completed satisfactorily, but also the difficulty of the work and the quantity of work completed. You may also need to consider the relative importance of each task completed, and the quality of the student's performance. Points could be assigned to such S/U work to simplify its being converted to traditional grades.

Pass—Fail

Generally, pass/fail is a grading system used by the school as a whole, rather than by individual teachers. It is much like the S/U system, except that students may elect to receive either a P/F grade or a traditional letter grade in courses (e.g., physical education) which the school offers on a P/F basis. Criteria for the pass/fail performance may be the same as those for satisfactory/unsatisfactory performance, or pass may be given for all work of D and above, as in the traditional grading system.

Written Evaluations

While few schools have a formal grade report which provides for extensive written comments, there is no reason why you cannot use written comments as a supplement to the normal grade report. Many teachers contend that a primary purpose of grading should be the transmission of information. They feel that traditional grades transmit almost no information because they do not explain the student's grade in terms of performance. If you feel this way, the use of written comments will allow you to explain why the student received a particular grade and how the grade should be interpreted. If the grade report form does not include space for written comments, you can attach a separate written evaluation to the grade report.

Although written comments require a considerable amount of teacher time, they are very helpful and worthwhile to students and others interested in student achievement because they are specific and detailed. A student who receives a "B" on a welding project, for example, may not know why the grade was a "B" instead of an "A." Parents may want to know what their child needs to do to improve. Employers will want to know which welding techniques the student attempted and what a "B" means in terms of the student's job skills. Employers may also be interested in knowing how well the student works with others, follows and gives directions, cares for equipment, etc.

Written comments like the following are a good way for you to inform students, parents, employers, and others of how well the student performs and how the student's performance can be improved.

> "Gene's welding is very acceptable. He is careful and neat. However, he works slowly and would probably not be able to do production welding. He also has difficulty welding overhead and is not able to weld satisfactorily with a DC reverse polarity electrode. Gene's welding of light-gauge metals is improving and will soon be up to industry standards. He needs to continue working on heat control . . ."

Written comments must express your appraisal of the student's performance. They should be specific enough to reflect the student's accomplishments, yet broad enough to offer a general assessment of the student's state of development.

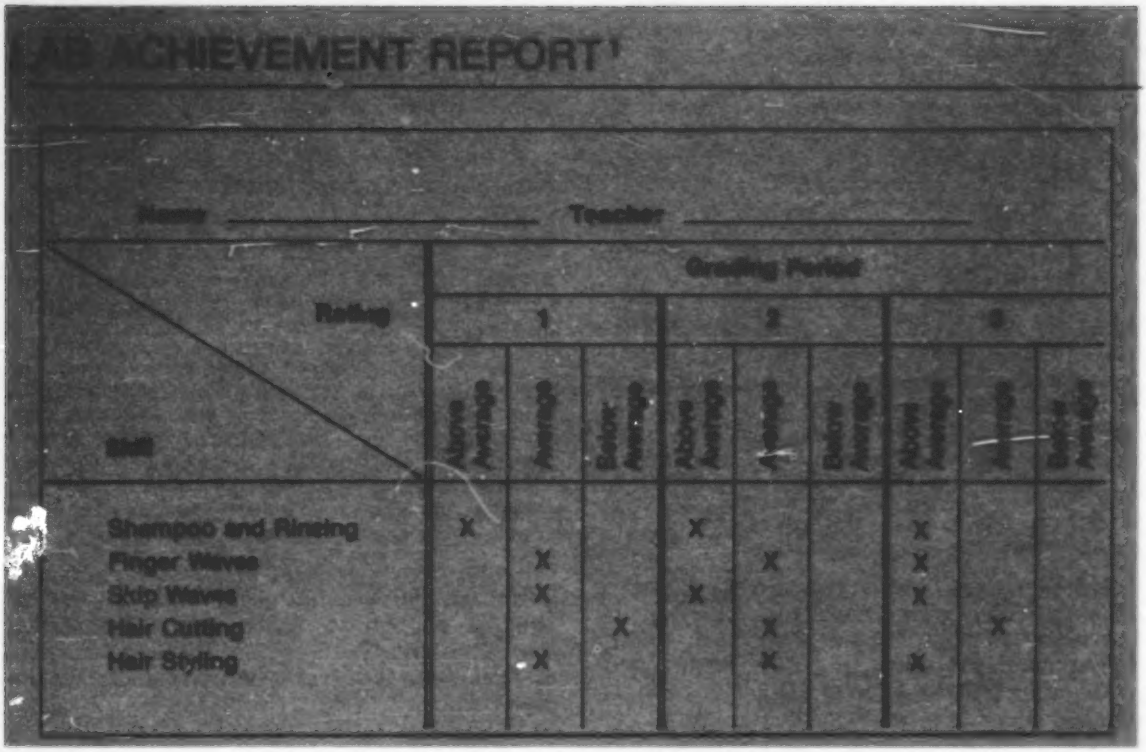
Comments must also be sufficiently factual and well documented that they are not subject to misinterpretation. Since student records, reports, and other information are being opened to more and more audiences, you should be aware of current state and federal legislation which regulates the type of information that may be placed in student files.

Skill Reports

Skill reports are checklists of competencies or objectives which are used to evaluate student performance. They are more specific than the letter grades on typical report cards because performance in laboratory skills is reported separately from other types of performance, such as attitudes, work habits, cooperativeness, etc. Sample 1 is an example of a skill report.

Skill reports can be attached to the school's official report card to clarify or supplement the required grading system. A skill report form, properly filled out and signed by the vocational teacher, can be of great value to prospective employers.

SAMPLE 1



Self-Evaluation

As a part of the grading system, you might ask students to grade themselves. Teachers who have used a self-evaluation approach to grading have found that certain prerequisites are necessary for it to be successful. First, students must understand that they are to evaluate their own performance in an objective, accurate manner. Second, students must learn to recognize various levels of achievement.

You can provide students with models or examples of various levels of performance (A, B, C, D, F, or satisfactory and unsatisfactory) to use in self-evaluation. For example, an automotive mechanics teacher could show students a valve which has been ground correctly, and give them specifications and measurements to use in rating their own performance. Or, the teacher could provide score sheets which itemize each element of the required performance. Sample 2 is an example of such a score sheet. It illustrates the type of objective guidelines which students need to evaluate their own performance successfully. After students have given themselves a grade, they should be asked to explain **why** they evaluated their performance as they did.

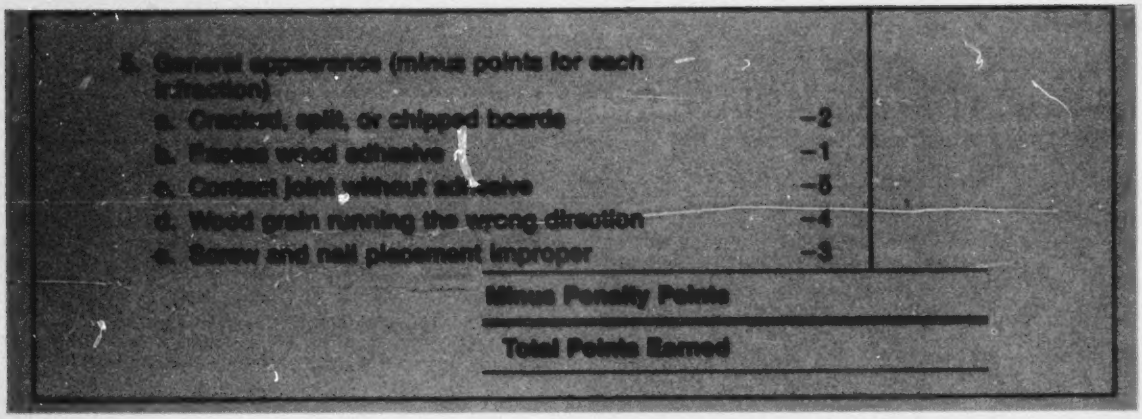
1. Ray M. Jacobs, "What Did You Do in School Today? Umm . . . Nuthin," *AVA Journal*. 47 (May 1972): 45.

SAMPLE 2

SAWHORSE EVALUATION SCORE SHEET

Name: _____ **Date:** _____

	Points Allowed	Points Earned
1. Correct dimension—22 points		
a. Height at one end of beam	4	
b. Height at opposite end of beam	4	
c. Spread of legs at one end, width	4	
d. Spread of legs at opposite end, width	4	
e. Length of beam	2	
f. Beam extension beyond leg at one end	2	
g. Beam extension beyond leg at opposite end	2	
2. Correct leg angles—30 points		
a. 90 degree angle between beam and table top at one end	6	
b. 90 degree angle between beam and table top at opposite end	6	
c. Equal spread of legs at one end (equal amount from centerline)	4	
d. Equal spread of legs at opposite end	4	
e. All four legs on floor	6	
f. Correct level on the bottom of all four legs	4	
3. Joint preparation, correct angles and fit-up—28 points.		
a. Leg in beam, leg 1	4	
b. Leg in beam, leg 2	4	
c. Leg in beam, leg 3	4	
d. Leg in beam, leg 4	4	
e. Outside brace at one end	2	
f. Outside brace at opposite end	2	
g. Inside brace at one end	2	
h. Inside brace at opposite end	2	
i. Screws properly countersunk	4	
4. Finishing the sawhorse—20 points		
a. Paint job	10	
b. Completion of sawhorse within time scheduled	6	
c. Accurate bill of material on completed project	4	
Points Earned		



Contract Grading

Contract grading allows the student to make a contract with the teacher for a particular scope of work and to receive a predetermined grade after meeting the terms of the contract. Contract grading is most effective if you explain how the system works and then give the student two or three weeks to decide on a contract. While two or three weeks may seem a bit long, it is crucial that students understand the system thoroughly before making a commitment.

Several types of contract grading are used, each offering more or less freedom to the student and demanding different degrees of maturity and responsibility. The most flexible type of contract lists the minimum requirements which must be met by students to receive a "D" or a "C". Students who contract for a "B" are then allowed to select (from a list of possible assignments) the additional assignments they wish to do. Students may propose special assignments they will do to receive an "A".

Contracts are cumulative in that work which receives a low grade must be completed satisfactorily before the student can receive higher level grades. Additionally, all work is graded S or U. If any work is judged to be unsatisfactory, the student is told why it is unsatisfactory, and allowed to revise it until it is acceptable. If you use this type of contract grading, you must be careful that contracts are not simply quantity-oriented, but quality-oriented as well. That is, students should not receive a "B" simply by doing **more** of the same calibre work students do who contract for a "C".

Another type of contract grading gives students complete freedom to do whatever they choose to receive their final grade. As the instructor, you ask students to write down what they plan to do for the grading period, then review each student's proposal and decide whether it is acceptable or not. This type of contract grading is flexible and informal, and very appropriate for post-secondary students. Most high school students, however, are not able to plan a scope of work without guidance from the teacher.

Variable grade contracts are quite useful in vocational courses. These are contracts which specify a scope of work, but allow students to decide how much weight each type of work will have in determining their final grade. Students are free to assign more weight to their strong areas (e.g., class reports) than to their weak areas (e.g., written examinations) in contracting for their final grade. Since the teacher sets a minimum and maximum percentage for each category of work, the student must demonstrate at least minimal performance in each area.

Variable contracts allow you to assess student performance on either a traditional (A, B, C, D, F) or a competency (S/U) basis. Variable contracts may be incorporated into the S/U grading system by letting students redo unacceptable work until a satisfactory level of performance is attained. Samples 3 and 4 are examples of variable contracts for determining laboratory and related classroom grades.

You should realize that contract grading requires more time than many other grading systems because each student's grade is determined differently according to his/her individual contract. Contract grading also takes more time if you allow students to redo work until they are satisfied with their performance. However, contract grading is highly motivating to many students, and gives them opportunity to develop self-discipline and personal responsibility.

SAMPLE 3

LABORATORY VARIABLE GRADE CONTRACT[2]

Instructions: Select the percent value you wish each of the following activities to count for your quarter laboratory grade. You may choose any value within the indicated limits, providing the total for all items equals 100%. Enter the percent value you select in the blank to the left of each item. Complete both copies and return them to the instructor. This contract is final and may not be renegotiated during the quarter.

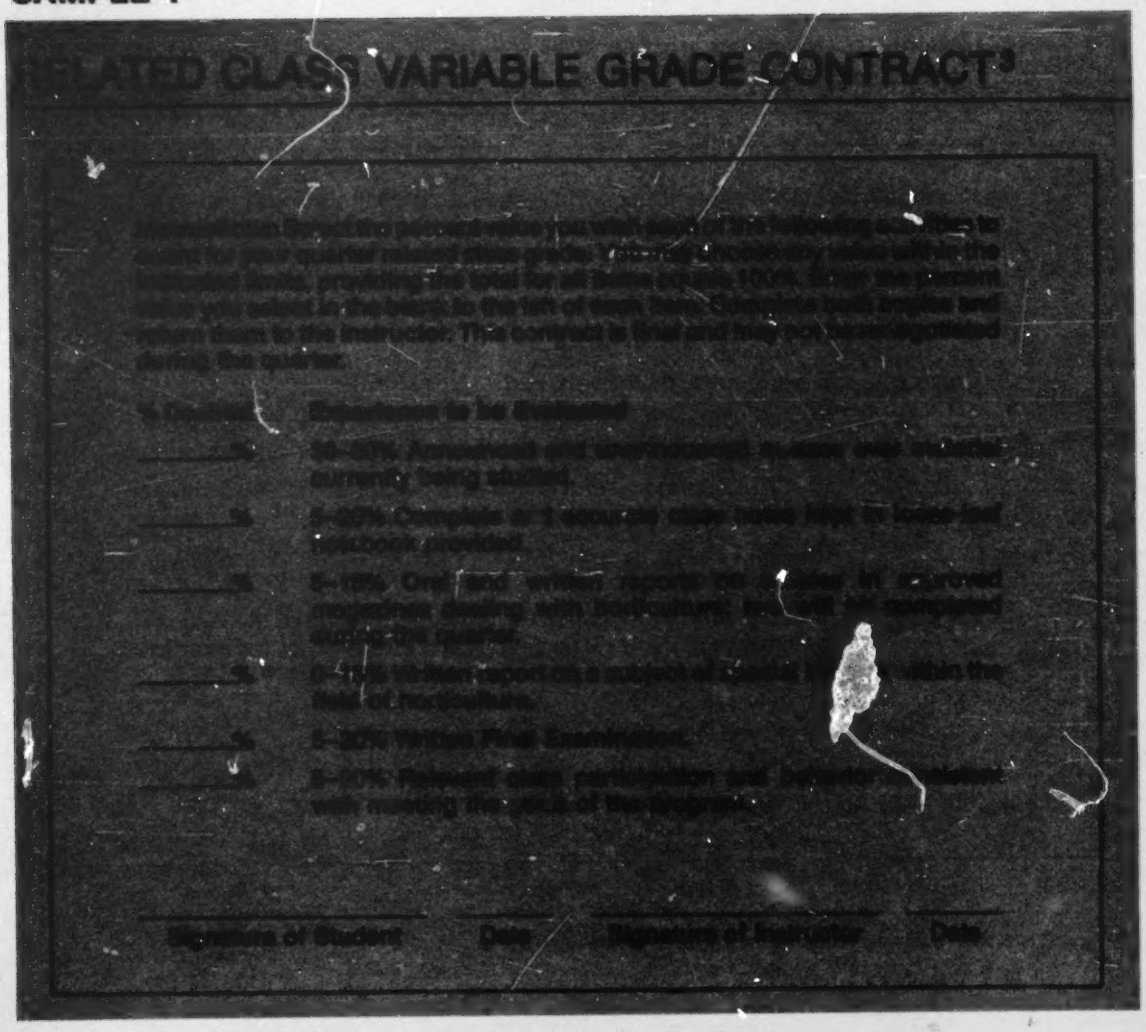
% Desired	Experiences to be Evaluated
_____%	30–60% Complete and accurate records of school laboratory and on-the-job experiences in the record book provided.
_____%	10–40% Laboratory work habits as shown on the Co-op Student Evaluation Form completed by the instructor.
_____%	10–30% Laboratory performance tests; 5–10 will be given during the quarter.
_____%	0–15% Home Improvement Projects as approved by the instructor at the beginning of the quarter and evaluated by the instructor before the final week.

_____ _____ _____ _____

Signature of Student Date Signature of Instructor Date

2. Prepared by Richard Gustafson, Montgomery County Joint Vocational School, Clayton, Ohio.

SAMPLE 4



3. Prepared by Richard Gustafson, Montgomery County Joint Vocational School, Clayton, Ohio.

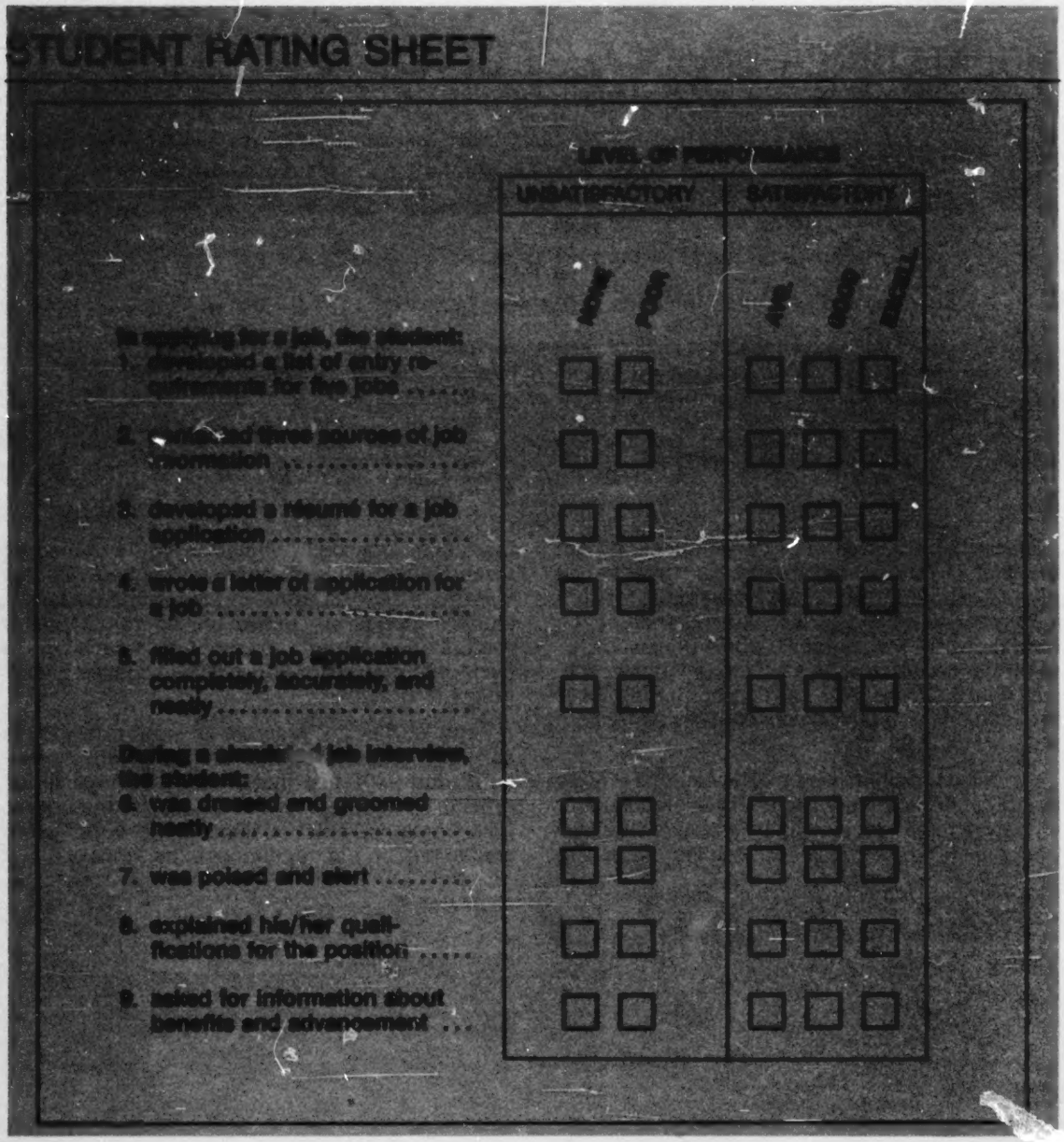
Grade Conversion

With increased use of performance objectives as a basis for rating student achievement, it is most often necessary to convert the performance ratings a student receives during a marking period to grades which conform to the school's official reporting system. One method of converting student performance to grades is to use the objectives of a course as a checklist. You would then assign passing grades to students who demonstrate a minimal level of competence, and higher grades to students whose performance is better than minimal.

Sample 5 is a rating sheet based on performance objectives from a unit of instruction on applying for a job. Satisfactory, or passing, grades may be defined either in terms of the number of objectives completed (e.g., seven out of nine), or the quality of performance (e.g., at least average), or both (e.g., at least average on seven out of nine objectives). Once a minimal level of performance has been identified, grades may be assigned by determining how far a student's performance exceeds or falls below that level.

Sometimes the criteria of a performance are not all equally important. If critical elements of the performance can be identified, satisfactory grades can be assigned on the basis of critical criteria.

SAMPLE 5



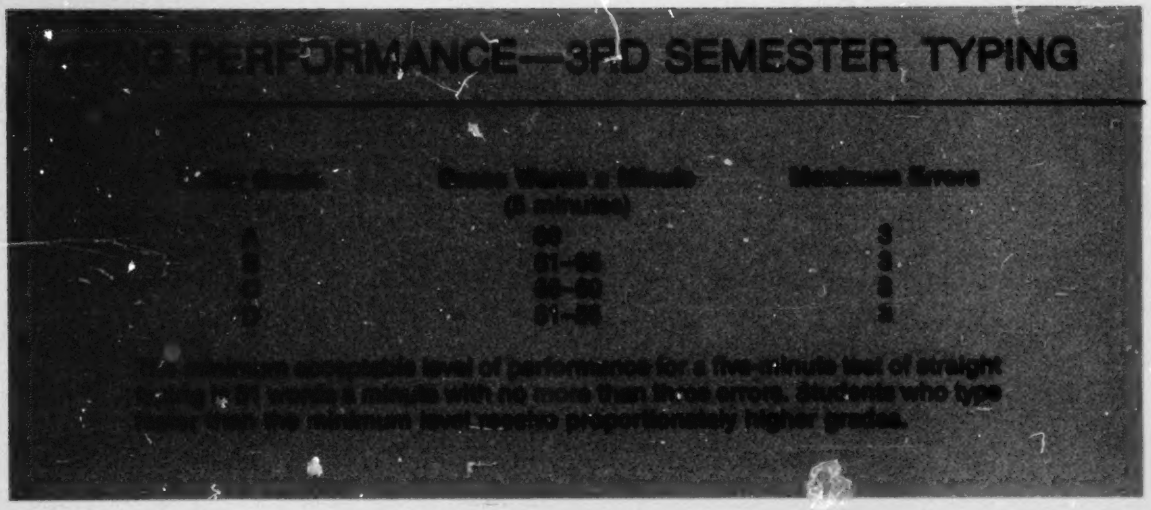
STUDENT RATING SHEET

	LEVEL OF PERFORMANCE	
	UNSATISFACTORY	SATISFACTORY
In applying for a job, the student:		
1. developed a list of entry requirements for five jobs	☐ ☐	☐ ☐ ☐
2. [illegible] three sources of job information	☐ ☐	☐ ☐ ☐
3. developed a résumé for a job application	☐ ☐	☐ ☐ ☐
4. wrote a letter of application for a job	☐ ☐	☐ ☐ ☐
5. filled out a job application completely, accurately, and neatly	☐ ☐	☐ ☐ ☐
During a simulated job interview, the student:		
6. was dressed and groomed neatly	☐ ☐	☐ ☐ ☐
7. was poised and alert	☐ ☐	☐ ☐ ☐
8. explained his/her qualifications for the position	☐ ☐	☐ ☐ ☐
9. asked for information about benefits and advancement	☐ ☐	☐ ☐ ☐

Above-average grades can be assigned on the basis of critical criteria plus skill in some of the less critical elements of the performance. For example, if the most important element of taking a dental impression is to obtain an impression that has a clear, accurate definition, then you might award passing grades to all students who take clear, accurate impressions. Above-average grades might be assigned to students who also accomplish the task quickly and efficiently.

Certain types of student performance can be easily graded because the quality of the performance is directly related to a quantity. Typing performance, for instance, can be rated in terms of the **number** of words and errors typed. Sample 6 illustrates how typing performance can be converted to qualitative ratings or grades.

SAMPLE 6



Even when the criteria of performance are not quantitative, ratings can be expressed in terms of a number or amount, and a table developed for converting numbers to grades. For instance, if the evaluations for a vocational course consist of ten performance rating sheets having ten items each, each item could be valued at 1 point. Grades could be based on the total number of points earned out of a possible 100.

Typically, the objectives of a vocational course cannot all be evaluated in the same way. Student laboratory experiences may be evaluated by skill ratings or product checklists. Related classroom instruction may be evaluated by written objective tests. On-the-job performance may be evaluated by written reports from on-the-job instructors. If student grades are based on different types of evaluations, you can assign points to each type of performance and develop a table to convert overall points to grades.

Sample 7 is an example of how total points earned in a course can be used to determine student grades. Notice that a student's final grade reflects each type of performance for the course (examinations, quizzes, laboratory work, youth leadership, and occupational experience).

SAMPLE 7

GRADE BASED ON TOTAL POINTS

Type of Evaluation	Points
Written Exams (2 exams @ 150 points each)	300
Quizzes (5 quizzes @ 20 points each)	100
Laboratory Work (15 observations @ 20 points each)	300
Youth Leadership (5 observations @ 20 points each)	100
Occupational Experience (10 observations @ 20 points each)	200
Total Possible	1000

Points	Grade
900–1000	A
800– 899	B
700– 799	C
600– 699	D
0– 599	F

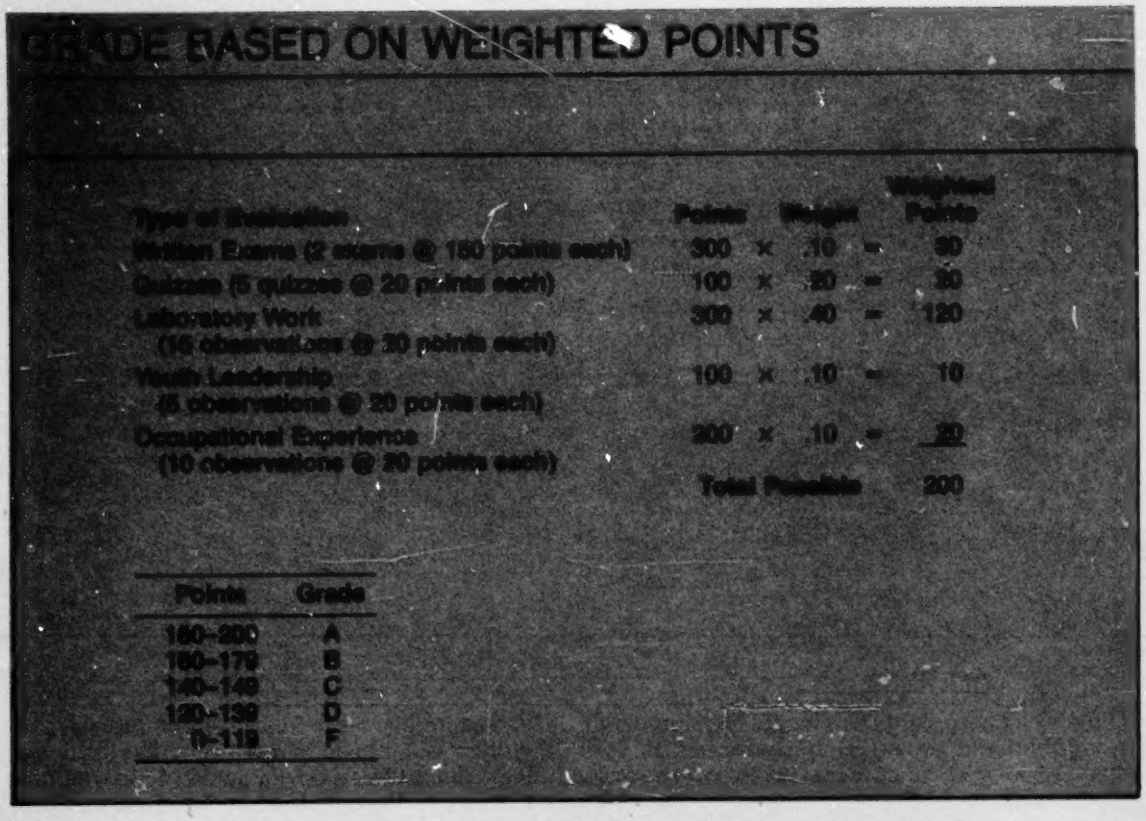
Points can be weighted so they reflect the value or importance of each type of performance. For instance, in certain courses laboratory performance may be more important than written examinations on related classroom instruction. If so, points for each type of performance can be multiplied by different weights so that laboratory performance points are more valuable than points earned on classroom examinations.

Notice that in the method shown in Sample 7, laboratory performance and examination performance contribute equally to a student's final grade—both contribute 300 out of a possible 1000 points, or 30% of the grade. In the weighted point example shown in Sample 8, laboratory performance comprises 60% (120 out of 200 weighted points), while examinations comprise only 15% (30 out of 200 weighted points), of the student's final grade, even though the total **number** of points for each type of evaluation is the same in both examples.

The influence, or weight, of each type of performance on a student's grade will depend on which types of student performance you consider most important. For example, if the main objective of a unit of instruction is to tune an automobile engine, a written examination would probably have less influence on the student's grade in the unit than the student's **performance** in doing a tune-up.

One widely known method of assigning grades to students is that of "grading on the curve." This method distributes student grades on the basis of the form known as the normal curve (hence its name). The performance of any one student in a

SAMPLE 8



GRADE BASED ON WEIGHTED POINTS

Type of Evaluation	Points		Weight		Weighted Points
Written Exams (2 exams @ 150 points each)	300	×	.10	=	30
Quizzes (5 quizzes @ 20 points each)	100	×	.20	=	20
Laboratory Work (15 observations @ 20 points each)	300	×	.40	=	120
Youth Leadership (5 observations @ 20 points each)	100	×	.10	=	10
Occupational Experience (10 observations @ 20 points each)	200	×	.10	=	20
	Total Possible				200

Points	Grade
180–200	A
160–179	B
140–149	C
120–139	D
0–119	F

class is compared with the other students, not with previously defined criteria or standards. In other words, students are in competition with each other for grades, and there will always be a predetermined percentage of A, B, C, D, and F grades in every class.

It is assumed in this method that the students in the class are typical of all students (i.e., that it is a "normal distribution") and that the teacher's tests and other measures are so well designed that they will yield a well-distributed range of scores. Both of these assumptions are probably false for most vocational courses.

A very simple and basic method of computing grades using the "normal curve" approach is to take the total points (or weighted points) earned by each student in the class and arrange the scores in order from highest to lowest, then assign each one a letter grade relative to the student's class standing. For example, in a drafting class with 30 students, the grade distribution would be as follows:

Relative Class Standing	Number of Students	Letter Grade
Top 10%	3	A
Next 25%	7	B
Next 45%	14	C
Next 15%	4	D
Bottom 5%	2	F
	30	

There are a number of serious deficiencies in this system of grading, in addition to the shaky assumptions already mentioned. If the whole class is very competent, some failing and very low grades are still given. If the entire class is working at a low level of accomplishment, three students will still get an A. This gives the prospective employer (or the student) little or no information about students' occupational skill. Grading on a curve has little justification in vocational courses. It is described here because it is widely used in large college classes and thus may seem attractive to teachers who may want to apply it in their own programs.

For additional information about types of grading systems, you may wish to read the supplementary reference, Kirschenbaum *et al.*, *Wad-Ja-Get? The Grading Game in American Education*, pp. 292–307.

The following items check your comprehension of the material in the information sheet, Grading Students, pp. 6–18. Each of the five items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Assume that you are teaching in an institution that uses the following grading and grade-reporting policies:

   Grades shall be issued each nine weeks by all instructors on the forms provided by the school. All grades will become part of the student's permanent record. A comprehensive examination shall be administered in each course at the end of each grading period. The following grading system shall be used to determine student grades:

   A = Excellent work; clearly superior performance.
   B = Good work; better than average.
   C = Average work; acceptable.
   D = Below average work; barely acceptable.
   F = Work not acceptable.
   I = Incomplete; work must be completed before a final grade is given.

REPORT CARD

	GRADING PERIOD					
SUBJECT	1	2	3	4	5	6
English						
Math						
History						

Enter the name of a vocational course which you teach or will teach in the blank space at the bottom of the card.

Based on the school policy presented above, which of the following types of grading systems could you use to determine students' final grades for your course, and how would you use each system? Explain your answers.

a. Traditional grades

b. S/U grades

c. P/F grades

d. Written evaluations

e. Skill reports

f. Self-evaluation

g. Contract grading

2. If you were a teacher in a school which requires that students be evaluated on their work habits at the end of each grading period, which type(s) of grading system(s) would you use to evaluate student work habits? Explain your answer.

3. Why is a point system helpful in determining student grades?

4. Critique the following statement: "Any grading system is adequate so long as the teacher abides by it and students understand and accept it."

5. How can S/U grades be converted to traditional grades?

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. a. **Traditional grades.**—The school's grading policy specifies that students receive traditional grades on their official report form. Therefore, traditional grades would be useful in evaluating students' performance during the grading period.

   b. **S/U grades.**—These are not permitted on the official report form. However, there is no reason why S/U grades cannot be used to evaluate students' daily performance, and converted to traditional A, B, C, D, F grades at the end of the grading period.

   c. **P/F grades.**—These are not provided for within school policy. Since the P/F system is typically used on a school-wide basis, it would not be appropriate to use in determining students' final grades.

   d. **Written evaluations.**—Although school policy does not provide for detailed written comments, it does not prohibit the teacher from attaching supplemental information to the student's report form.

   e. **Skill reports.**—Like written comments, skill reports could be attached to the report form as supplemental information about the student's achievement.

   f. **Self-evaluation.**—If students were given examples or models of A, B, C, D, F work to follow in evaluating their own performance, self-evaluation could be used as a basis for determining student grades.

   g. **Contract grading.**—Contracts could be used to determine student grades provided that the grades specified in the contracts conform to those specified by school policy. The grade for which the student contracted would be entered on the report form.

2. Evaluation of students' general work habits could probably best be done by using written evaluations. Written comments would allow you to describe specific student behaviors, and to indicate how students' work habits could be improved.

   If general work habits were broken down into a list of criteria such as promptness, dependability, efficiency, neatness, safety precautions, etc., a checklist like the one shown on p. 15 could be used to rate students' work habits.

   Traditional grades could also be used to evaluate students' work habits. However, unless specific criteria were determined for each level (A, B, C, D, F) of performance, it would be very difficult to evaluate students' work habits using traditional letter grades.

3. A point system is helpful in determining student grades because it allows the value of different types of ratings to be compared. For example, if laboratory performance tests are worth 200 points and written exams are worth 100 points, laboratory performance tests are more important than written examinations in determining student grades. Furthermore, the number of points for each type of performance can be compared to the total points. For example, if laboratory performance tests comprise 200 points out of a possible 1000 points, they count as 20% of the student's grade in the course.

4. It is crucial that students understand how their grades are determined. However, grades are important not only to students, but to school administrators, other teachers, and employers as well. The grades which you give students must be consistent both with your own grading system and with school policy. If sequenced or related courses are offered cooperatively, then your system should be consistent with a common, uniform grading system.

   Employers use grades as a basis for evaluating student achievement. You may wish to ask advisory committee members for suggestions and recommendations as to what type of grading system would provide employers with the type of information they need.

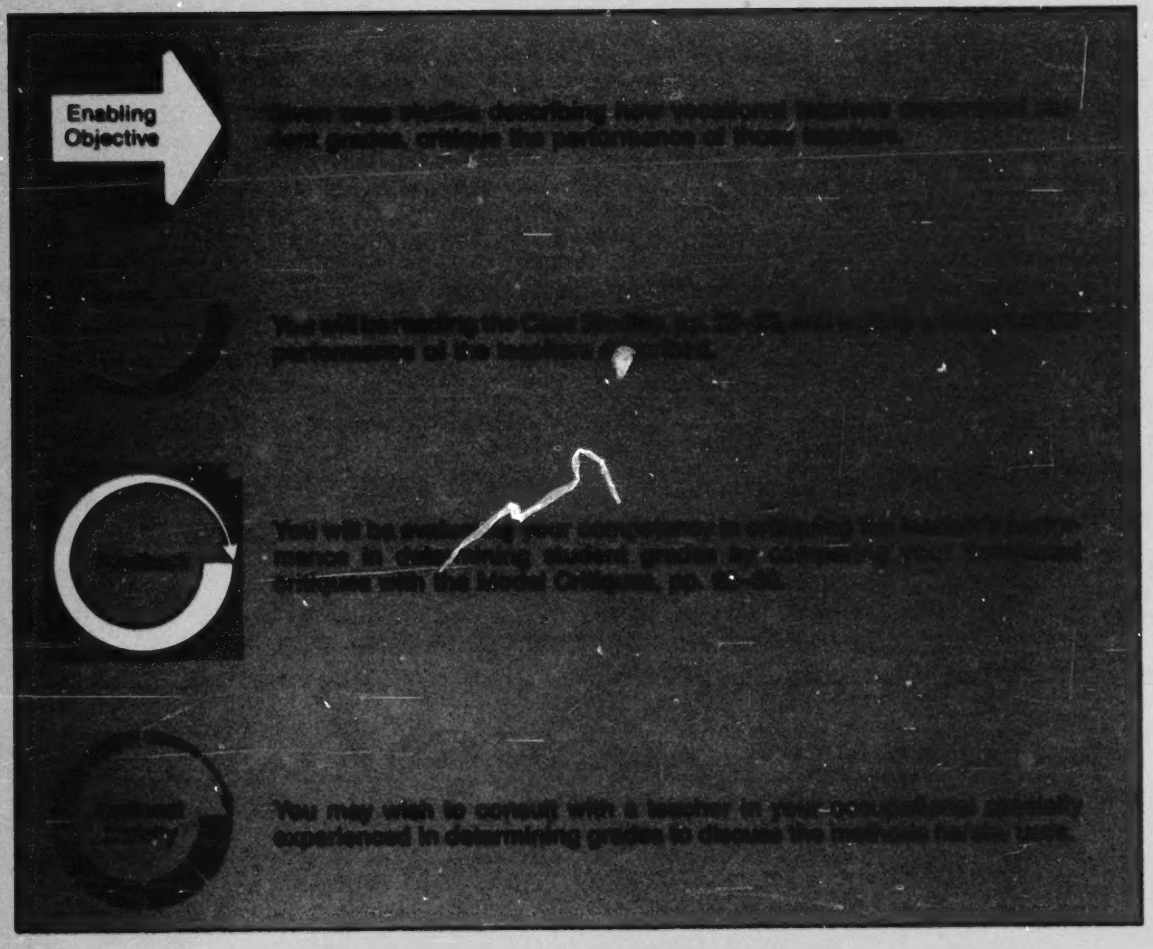
5. A "satisfactory" rating indicates only that a student's performance is at least above a certain cutoff point. "Satisfactory" does not distinguish a student who is just barely above that cutoff

point from one who is far above it. To convert S/U grades to traditional grades, you should first establish the criteria necessary for a minimally acceptable performance and then rank students according to how far above or below that cutoff point their performance falls. For some types of performance, the only level which is acceptable is a superior performance, so that an "S" rating would be equivalent to an "A." For other types of performance, an "S" may be equivalent to a "C" or "D," whichever is the minimum passing grade.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Grading Students, pp. 6–18, or check with your resource person if necessary.

Learning Experience II

OVERVIEW



The following Case Studies describe how two vocational teachers determined student grades in a vocational course. Both case studies are followed by questions related to the teacher's performance. Read each of the case studies, and critique each using the questions as guides.

CASE STUDIES

Case Study 1:

Since he was new at Blue Valley Technical Center, Jim McFadden wasn't sure what kind of grading system the school used. He stopped by to see the Director of Instruction, and Mr. Stoll sent him to Mark Wright, an instructor in the T & I Department. "You two will want to get together anyway, because you'll be team teaching with Mark next term," Mr. Stoll said.

Mark and Jim got together to review the school's grading system. "Here's how I do it," Mark explained as he took out a box full of index cards with students' names and grades on them. "See, here's a card from last term." Mark showed Jim the card below:

John Wayner	
Written Exam (40 pts.)	65%
Blueprint Quizzes (10 pts. ea.)	8 6 7
Class Participation	Good
Drawing Assignments (5)	B− B A A− B+
Project Plan	S+
Project Work	Contract completed 4/6
Work Habits (10-item rating)	Needs improvement on 3
Final Grade B+	

"Now here's a student who's not really outstanding—just barely passed the final exam. But he did about the best project I've ever seen. He'll do fine on the job and that's what counts. When you meet the advisory committee you'll find out why I put a lot more emphasis on what students can do—plan a job, get it in on time, do it right, things like that—than on what they know on an exam."

"Exactly how did you decide to give this a B+?" Jim asked after Mark put the card away.

"Well, the school has its own grading scale. A is excellent, B is good, C is average, D is just barely passing, and F is failing," Mark explained. "John Wayner is not what I'd call an excellent student—but he's well above average."

"Thanks a lot, Mark. You've been a lot of help," Jim said as he went back to his office.

Case Study 2:

Les Waite was sitting in his office reviewing his lesson plan when Lisa Todd dropped by to discuss her exam grade with him.

"Mr. Waite, I got a C– on the last exam, and I was wondering if there's still a chance for me to get a B in horticulture."

Les took out his grade book and looked at Lisa's grades. "Looks like you're having trouble with the exams, Lisa."

"Well, Mr. Waite, I've been so busy with my job at the greenhouse that I haven't studied as much as I should. I got a C – on the first exam, and I was hoping to do better on this one, but I got a C—on it, too."

Les did some arithmetic on a note pad. Then he showed Lisa the grading system below:

		Weight	Weighted Points
Exams (3 @ 100 pts.)	300	.50	150
Lab Assignments (5 @ 20 pts.)	100	.50	50
		Total	200

Grade Scale

180–200 A
160–179 B
140–159 C
120–139 D

"Your exams only count half of your grade. Right now you've got a 70 average on them. But you've gotten 20's on all 5 lab assignments. Even if you get a C on the last exam, Lisa, you'll still get a B in the course, because you'll have an A in half of it to balance the C in the other half."

Lisa breathed a sigh of relief. "I wasn't sure just what your grading system was. At least I'll get a B. It's really important to me because I'm hoping to work at Sprout's full-time after I graduate, and Miss Green said she'd like to see my grade report from this class."

"That won't be a problem, Lisa. Just go down to the school office after the term ends and they'll make you a copy of your grade report. You might even be lucky and get an A in the course," Mr. Waite said.

"Gee, thanks, Mr. Waite. Thanks a lot!"

Mr. Waite went back to his lesson plans.

Compare your completed written critiques of the Case Studies with the Model Critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUES

Case Study 1:

Mr. Wright's grading system is excellent in several respects. He has included a wide variety of student performances in determining students' final grades, and he has used a number of grading systems (e.g., letter grades, S/U, skill ratings, and contracts). He provided students with regular, frequent appraisals of their work. He considered the input of his advisory committee in weighting grades, and his system conforms to school grading policy. In addition, his method of recording grades is neat and well organized.

Nevertheless, there are several problems with his grading system. The main problem is that although he has sampled a variety of student performances, there is no way of knowing exactly how much influence each one has on the student's final grade. For example, if John's "class participation" had been average or poor, would this have made a difference in his grade? And just how did Mr. Wright determine that this participation was "good"?

Mr. Wright says he puts more emphasis on students' ability to apply their knowledge than on written exams, but does not specify how much weight each type of performance has. For example, he has not indicated a grade for John's project. He notes that the contract was completed, but we have no way of knowing what grade John contracted for, or what weight his project work had in determining John's final grade.

Another major problem with the system he uses is that there is no table for converting non-letter grades into letter grades. It is difficult to know whether the grade he gave John Wayner was fair or not. Certainly, it would be difficult for John himself to know why he got a B+ in the course, since the drawing assignments were the only type of performance for which he received letter grades.

In the end, it appears that Mr. Wright uses his own subjective judgment of a student's performance, rather than his grading system, as a basis for determining the student grades.

Case Study 2:

Mr. Waite's grading system is shaky at best. He has not explained to Lisa, or presumably to the rest of his students, just how their grades are determined. He reports students' grades to them in letters (Lisa got a C– on her exam), yet he uses points to determine their final grade. Furthermore, his sample of student performances is quite limited. Lisa has a job related to the offering, and evidently her employer is very satisfied with her on-the-job performance, yet Mr. Waite has not included on-the-job experience in his grading system.

Moreover, Mr. Waite is confused about his own grading system, and has given Lisa false information. A weight of .50 for exams and lab assignments does not mean that both contribute equally to the final grade. This is true because the number of points for exams (300) is greater than the number of points for lab assignments (100). Rather than counting as half, Lisa's exams count as 75% of her grade (150 points out of a possible 200). Therefore, if she gets a 70 on the last exam, her grade would be figured as follows:

		Weight	Weighted Points
Exams (3 @ 70 pts.)	210	.50	105
Lab Assignments (5 @ 20 pts.)	100	.50	50
		Total	155

Using Mr. Waite's grade scale, Lisa would get a C, not a B, in the course. Furthermore, even if she gets 100 points on the last exam, it is impossible for her to get an A in the course:

Exams (2 @ 70, 1 @ 100 pts.)	240	.50	120
Lab Assignments (5 @ 20 pts.)	100	.50	50
		Total	170

If Lisa does get a B in the course, there is no way for her employer to know what a B means in terms of Lisa's performance unless Mr. Waite attaches written comments or a more specific evaluation of Lisa's work to the grade report. A letter grade of B will not reflect the fact that Lisa's lab work is outstanding, because it is an average of all her work.

LEVEL OF PERFORMANCE: Your completed critiques should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Grading Students, pp. 6-18, or check with your resource person if necessary.

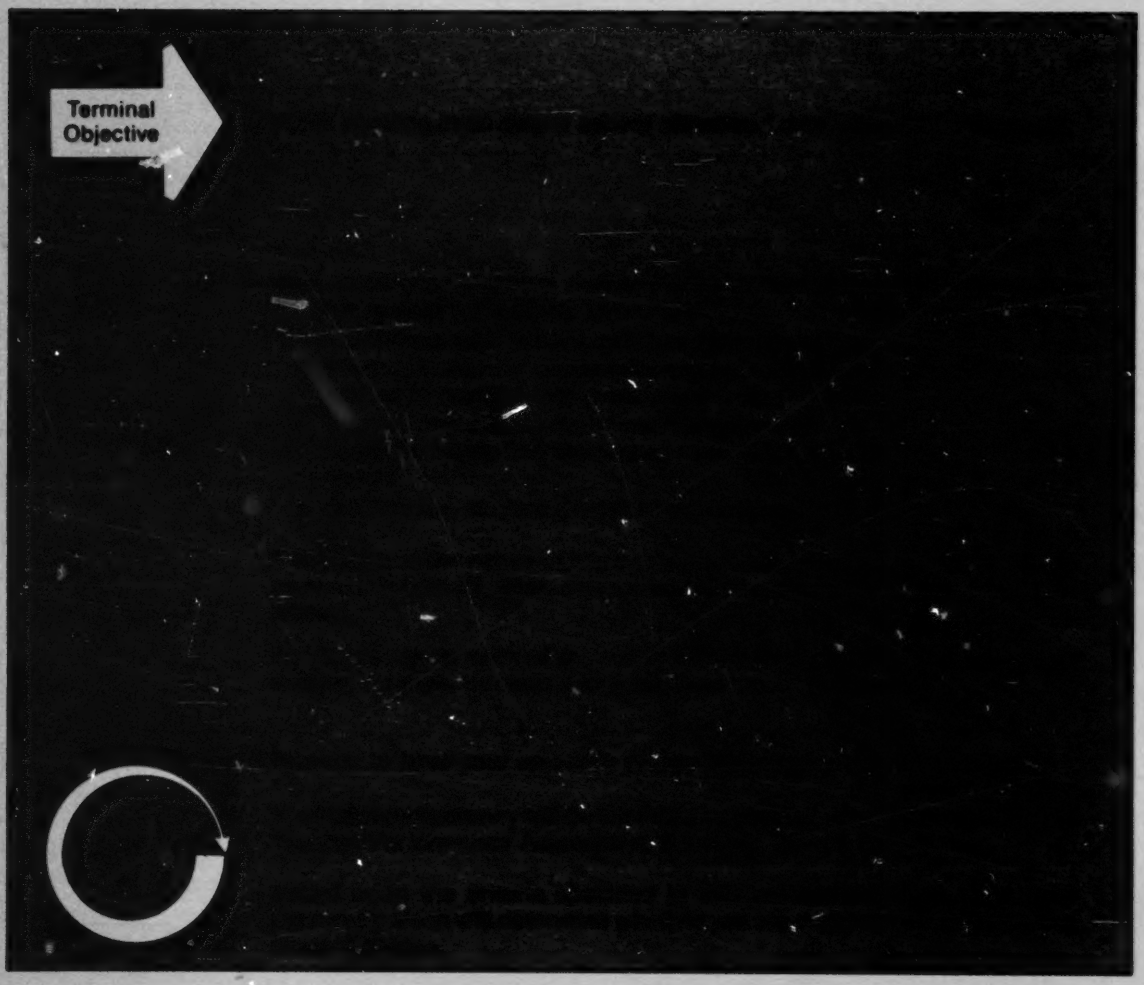
You may wish to arrange through your resource person to meet with a vocational teacher in your occupational specialty experienced in determining student grades to discuss the methods he/she uses.

Specifically, you could discuss—

- the kinds of evaluation data the teacher uses in making decisions about grades (e.g., laboratory skill tests, written reports, examinations, service activities, class participation, etc.)
- the kinds of grading systems the teacher uses
- the teacher's method of recording and reporting grades (i.e., the forms used, record-keeping system, etc.)
- the type of report forms and grading system the school requires

Learning Experience III

FINAL EXPERIENCE



*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Determine Student Grades (D–5)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
The grading system which the teacher developed:						
1. was based on student performance objectives for the course	☐	☐	☐	☐		
2. sampled student performances from all areas of the course	☐	☐	☐	☐		
3. weighted the relative contribution of each type of performance on the basis of its relative importance	☐	☐	☐	☐		
4. provided a consistent method for assigning student grades to various levels of student performance	☐	☐	☐	☐		
5. conformed to school-wide grading policy	☐	☐	☐	☐		
6. was compatible with the grading system used by other vocational teachers teaching related courses	☐	☐	☐	☐		
7. reflected the suggestions and advice offered by members of the advisory committee on behalf of employers	☐	☐	☐	☐		
8. provided an organized, convenient way of recording grades	☐	☐	☐	☐		
In determining student grades, the teacher:						
9. informed students of the basis and system for determining their grades	☐	☐	☐	☐		
10. maintained accurate and complete records of student performance	☐	☐	☐	☐		
11. assigned grades which were consistent with the grading system	☐	☐	☐	☐		
12. provided students with regular appraisals of their achievement	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
13. provided useful information about students' achievement to administrators and other teachers within the school	☐	☐	☐	☐		
14. provided meaningful information to employers, parents, and others outside the school	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any ite receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determi what additional activities the teacher needs to complete in order to reach competency in the we area(s).

NOTES

NOTES

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an in-service teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

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